DOCUMENT RESUME

ED 197 274 CG 014 956

AUTHOR Underwood, Rita E.
TITLE Dropout Turnaround Through ESEA Title IV, Part C.
INSTITUTION Department of Education, Washington, D.C.
PUB DATE Oct 80
NOTE 45p.: Filmed from colored paper.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Behavior Change; Behavior Problems; Career Exploration; *Career Guidance; *Dropout Prevention; Dropout Programs; Educational Counseling; *Guidance Programs; High School Students; Program Descriptions; *School Community Relationship; School Counseling; *School Counselors; *School Holding Power; Secondary Education
IDENTIFIERS *Elementary Secondary Education Act Title IV

ABSTRACT

School dropouts not only limit the potential of their own lives but have a negative impact on society. This paper provides a brief description of efforts at Federal, State and local school dsitrict levels in the area of dropout prevention. An overview is given of financial assistance that has been made available through the Elementary and Secondary Education Act (ESEA) of 1965 to assist educators working with school dropouts. Two different pilot projects were set up to develop innovative educational programs in target schools that would encourage potential dropouts to stay in school and increase their capacity to be productive citizens upon graduation from high school. The programs deal with a broad range of topics, including career exploration, improvement of overall attitude of potential dropouts, and involvement of parents of dropout prone students. Brief descriptions of Dropout Prevention Projects funded in nine states are provided. Conclusions from study data indicate that these programs were instrumental in reducing the number of school dropouts in the target schools by 52%. (Author)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED197274

CG

DROPOUT TURNAROUND

THROUGH

ESEA TITLE IV, PART C

CG 014956

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Rita S. Underwood

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

The purpose of Title IV, Part C of the Elementary and Secondary Education Act is:

> to strengthen the quality of elementary and secondary education through support of locally initiated projects and activities designed to improve educational practices.

Rita E. Underwood
Program Officer
Division of State Educational Assistance
Department of Education
Washington, D.C. 20202

October 1980

TABLE OF CONTENTS

	PAGE
Introduction	1
Legislative and Funding Review	1
Table I--Number of ESEA Title IV, Part C Projects Funded	5
Table II--ESEA Title IV, Part C Funds Granted to Local Educational Agencies	7
Brief Description of Several Part C Dropout Prevention Projects Funded in the Nine States	8
Arizona	9
Connecticut	12
Florida	14
Kentucky	16
Louisiana	18
New York	20
North Dakota	23
Virginia	24
Washington	26
Appendices:	
A. Working with the Dropout-prone	28
B. Dropout Prevention Projects Funded Under ESEA Title VIII, Section 807, 1969-74	30
C. Dropout Prevention Projects Funded Under ESEA Title VIII, Section 807, 1976-78	31
D. Bibliography	32

Introduction

WHO IS A SCHOOL DROPOUT? In 1962, the National Education Association and the U.S. Office of Education formulated the following definition of a "Dropout."

> A Dropout is a pupil who leaves a school, for any reason except death, before graduation or completion of a program of studies and without transferring to another school.[1]

Some students are referred to as "in-school dropouts." A high rate of absenteeism, low grades, and little interest in extra-curricular activities characterize this group of students.

One description of school dropouts and the effect on society is explained in the following summary.

> Students in the potential dropout population often focus exclusively on one life perspective and fail to realize or understand their potentialities and responsibilities to themselves and society. Our school system frequently reinforces this lack of perspective and encourages this dependency by neglecting to teach students to take responsibility for their lives. This dependency leads to passivity which is frequently manifested by little or no assertiveness in terms of their own intrinsic wants. The behavior patterns of these individuals are often characterized by emotional reactions toward authority figures who they feel are responsible for this dependency role. These characteristics, when carried to adulthood often result in expectations of the government providing for them by supplying jobs or, in extreme cases, by social welfare dependency. This learned role can be modified if the student is made aware of those behaviors and is provided with satisfactory alternatives.[2]

School dropouts, whether they be "in-school dropouts" or not, should not be seen as those who are problems, but as those who have problems.

Legislative and Funding Review

This paper provides a brief description of efforts at the Federal, State, and local school district levels in the area of dropout prevention. It offers an overview of financial assistance that has been made available through the Elementary and Secondary Education Act (ESEA) of 1965 to assist educators working with student dropouts. Some of the activities made possible through these funds are highlighted.

[1]National Education Association Newsletter, Vol. 1, No. 2, Washington, D.C., February 1963.

[2]Take Care of Yourself, ESEA Title IV-C Project, Buffalo, New York.

In 1968 the Congress, concerned over the national problem of youths dropping out of school before graduation from high school, amended the Elementary and Secondary Education Act (ESEA) to include Title VIII, section 807--Dropout Prevention Projects. Under this authority, the U.S. Office of Education funded 19 local educational agency projects. These projects permitted 19 local school districts to develop innovative educational programs in target schools that would interest and allow potential dropouts to stay in school and to increase their capacity to be a productive citizen upon graduating from high school. Funding for these projects was provided through fiscal year 1974. To decrease the dropout rate was the desired outcome of the projects. They dealt with a broad range of topics, such as:

- decreasing the incidence of disciplinary problems and student suspension
- career exploration, selection, and preparation
- developing an awareness of the world of work and introducing the range of options to enable students to make legitimate career decisions
- a comprehensive involvement of parents of dropout prone students in the total educational process
- improving the overall attitude of potential dropouts
- staff development of teachers
- student counseling and establishing a counseling learning center
- reading and vocational programs
- student retention through change in adult attitude.

After 4 years of operation, the Title VIII program was instrumental in reducing the number of school dropouts in the target schools by 52 percent.[3] A report entitled Positive Approaches to Dropout Prevention describes several successful educational practices in 12 of these schools. The purpose of the report was to encourage other schools to adopt successful practices in an effort to alleviate some of their own dropout problems. A listing of the titles of these programs and their locations can be found in Appendix B.

There were no funds appropriated for Title VIII in fiscal year 1975. However, in fiscal year 1976, the appropriation provided for $2 million to support Dropout Prevention Projects. The Office of Education granted

[3]Positive Approaches to Dropout Prevention, USOE, Washington, D.C. 1973

these funds to local educational agencies on a competitive basis. The regulations required that all applications provide information which showed that 40 percent of the students in the school where the project would be placed, were from low-income families and that students in this category had at least a 7 percent dropout rate. The criteria for the content of the application required the dropout prevention program to be career-oriented and to be a model suitable for adoption by other schools or school systems. Some of the final project reports describe activities that other school districts could follow to develop a dropout prevention program.

Twelve projects were funded, 11 of which were 2-year projects and one was a 1-year project. Ten of the 2-year projects received approximately $200,000 and these projects dealt with:

- career exploration
- basic skills and personal development
- assisting school-age mothers to re-enter and continue in the public school system after they have had their babies
- developing a model project in bilingual dropout prevention
- redirecting a youth's anti-social behavior toward adoptive, constructive, socially acceptable behavior
- preventing school dropouts in rural isolated districts
- involvement of parents and community
- guidance and counseling.

A listing of the titles of these programs and the local school districts in which they are located can be found in Appendix C.

Major changes in legislative authority for education programs occurred in 1974. One of these changes was the enactment of Title IV, Part C of the Elementary and Secondary Education Act. Four categorical programs, ESEA Titles III, V, and VIII (Sections 807 and 808), were consolidated under Part C, Educational Innovation and Support. The authority for ESEA Title VIII, Section 807 became ESEA Title IV, Part C, section 431(a)(4). Section 431(a)(4) reads as follows:

> Sec. 431(a) The Commissioner shall carry out a program for making grants to the States (pursuant to State plans approved under section 403)--
>
> (1)...
> (4) for making arrangements with local educational agencies for the carrying out by such agencies in schools which (A) are located in urban or rural areas, (B) have a high percentage of children from low-income families, and (C) have a high percentage of such children who do not complete their

> secondary school education, of demonstration projects involving the use of innovative methods, systems, materials, or programs which show promise of reducing the number of such children who do not complete their secondary education.

The Education Amendments of 1978 brought additional changes to the ESEA Title IV, Part C legislation. Part C was given a new title, Improvement in Local Educational Practice. The language that described the purposes of Section 431(a)(4) was revised. As a result of the Education Amendments of 1978, Section 431(a) reads in part--

> (a) The amounts allotted to each State under section 403 for the purpose of this part shall be used to provide assistance to local educational agencies within the State for activities that will improve the educational practices of those agencies, including--
>
> (1) the development and demonstration of activities designed to address serious educational problems in elementary and secondary schools, including--
> (A) ...
> (B) high rates of children who do not complete secondary school, and ...

A review of the legislation discussed in this paper is evidence of continued interest by the Congress to see the youth of this country complete their secondary education.

Several States chose to use Federal funds granted to them under the authority of ESEA Title IV, Part C, to support dropout prevention projects. Project applications are submitted by local educational agencies, the only eligible applicants for Title IV, Part C funds, to their State departments of education. All applications submitted are judged at the State level on a competitive basis.

State educational agencies are required to submit ESEA Title IV, Part C financial reports to the Secretary, Department of Education (formerly to the U.S. Commissioner of Education). These reports request the amount of Part C money granted to, and expended by, local educational agencies for all projects, including dropout prevention. Our records show that 11 States reported funding dropout projects in 1976; 17 States reported funding such projects in 1977; and in 1978, 17 States reported that they granted Part C funds for this purpose. Based on the largest amounts reported that were granted for dropout prevention, nine States were selected to participate in a survey as to the types of projects funded in this area. These nine States are Arizona, Connecticut, Florida, Kentucky, Louisiana, New York, North Dakota, Virginia, and Washington. Of the nine States, six reported that dropout prevention is a State priority (Florida, Kentucky, New York, North Dakota, Virginia, and Washington).

Table I identifies the total number of approved Title IV, Part C projects in each of the nine States for 1977, 1978, and 1979.

TABLE I

Number of ESEA Title IV, Part C Projects Funded*

	1977	1978	1979
ARIZONA	13(2)	24(3)	33(5)
CONNECTICUT	43(4)	49(5)	60(7)
FLORIDA	29(2)	186(3)	204(4)
KENTUCKY	100(6)	100(7)	100(8)
LOUISIANA	42(4)	52(7)	57(4)
NEW YORK	244(8)	514(7)	521(14)
NORTH DAKOTA	18(2)	49(2)	30(2)
VIRGINIA	53(4)	50(4)	91(10)
WASHINGTON	95(4)	132(9)	179(4)

*Number in parentheses indicates the number of projects funded for dropout prevention.

It should be noted that State educational agencies have the authority to set criteria, within the limitations of the statute, they will use in approving Part C applications. Some States have areas other than dropout prevention for which they have established a higher priority.

Table II shows the percentage of Part C funds granted by the nine States in the survey for dropout prevention projects in relation to the total amount of Part C funds granted in 1977, 1978, and 1979.

TABLE II

ESEA Title IV, Part C Funds Granted to Local Educational Agencies

	1977	1978	1979
ARIZONA			
Total amount of Part C funds granted to LEA's	$1,118,596	$1,257,299	$1,319,389
Part C funds granted for dropout prevention	(100,000)	(138,101)	(166,039)
Percentage	8.9%	10.9%	12.5%
CONNECTICUT	1,698,346	1,709,564	1,719,921
	(123,316)	(190,767)	(195,900)
	7.3%	11.2%	11.4%
FLORIDA	3,230,524	4,028,972	4,490,633
	(454,884)	(402,547)	(421,979)
	14%	10%	9.3%
KENTUCKY	1,422,633	1,918,859	2,022,619
	(92,204)	(109,161)	(105,792)
	6.5%	5.7%	5.2%
LOUISIANA	2,232,646	2,477,360	2,624,177
	(163,951)	(266,396)	(124,950)
	7.3%	10.8%	4.8%
NEW YORK	9,160,441	12,050,291	12,677,629
	(192,938)	(196,667)	(673,234)
	2.1%	1.6%	5.3%
NORTH DAKOTA	158,308	439,870	333,378
	(41,928)	(63,040)	(59,689)
	26.5%	14.3%	17.9%
VIRGINIA	3,250,114	2,745,590	2,965,749
	(279,000)	(265,000)	(289,201)
	8.6%	9.7%	9.8%
WASHINGTON	2,079,965	2,274,809	2,636,326
	(162,085)	(229,786)	(173,505)
	7.8%	10.1%	6.6%

Brief Description of Several Part C Dropout Prevention Projects Funded in the Nine States

Each State in the survey submitted information on two or three dropout prevention projects. A capsule of information is provided for each of the projects. It should be noted that selection of the projects for inclusion in this paper does not necessarily mean that they have been judged successful.

School administrators and others who are seeking assistance to resolve dropout problems may find this material helpful. The descriptions include a variety of approaches being used by the nine selected States to bring about solutions in this problem area.

Where available, information on the status of the projects related to State validation and/or approval by the Joint Dissemination Review Panel is included. Evaluation data for most of the projects were not available at the time this paper was being prepared, therefore, results of the project activities are not included. Project directors may be contacted for additional information.

ARIZONA

Project: Educational Opportunities for Potential Dropouts

Director: Dr. Donald Covey
Phoenix Union H.S.
2526 W. Osborn Road
Phoenix, Arizona 85017 Phone: (602) 257-3092

Funds Granted: $67,788 of IV-C

Grade Level: 9 - 12

No. of Students in School District: 24,587

No. of Students Participating: 225

The Phoenix Union High School system had an annual dropout rate of over 4,000 students. A "transition school" was established to draw some of these students into a special school. Treatment at the Transition School was for the purpose of getting the students back into the System's conventional schools. The treatment consisted of three programs:

1. Intensive Basic Skills Training Program: essentially making up for lost academic time.

2. Personal Counseling Program: designed to bolster students' self concepts.

3. Career Awareness and Vocational Training Program: designed to assist students in mapping out a career goal.

Evaluation

The Transition School recruited 253 students. Typically, the student is a member of a minority group, economically disadvantaged, has a history of juvenile delinquency, and has had little success in traditional high schools. The average age of the student is 16.3 years; yet the students have few high school credits.

Of the students sampled, there was a significant decrease in the number of serious thefts committed. As a result of tests administered, it was evident that Transition School students were lacking in basic skills. A basic skills curriculum was developed and implemented. Pre-vocational training courses were offered in shop, auto mechanics, and power mechanics. Career counseling and guidance were available on an individual basis.

NOTE; Other Federal funds were used to support the Transition School

Project: Tucson Parent-Student Partnership Project

Director: Gilbert Carillo
Tucson School District #1
P.O. Box 4040
Tucson, Arizona 85717 Phone: (602) 791-6129

Funds Granted: $32,325 of IV-C

Grade Level: 7 - 8

No. of Students in School District: 56,561

No. of Students Participating: 326

The Tucson school district believes that parents are an underutilized source of assistance and encouragement for students in junior high schools. This project attempts to build partnerships between parents and students that reinforces and extends the professional efforts of the junior high faculty. This partnership places a greater share of the responsibility on parents for improving their children's achievement, their in-school behavior, and their attitude toward school.

Students sign Partnership Agreements and their teachers are asked to complete progress reports. Teachers rate the progress of project students in their classes according to 17 different behaviors reflecting academic achievement, attitude towards school, in-school behavior, and academic self-concept. Students rate their own progress according to the same 17 behaviors and rate the importance of each of the behaviors. Teachers indicated that project students made the most progress in coming to school regularly and in coming to class on time. The least amount of progress was made in asking appropriate questions, using free time constructively, and expressing own opinions and ideas. Information is not available on the student responses.

Project: Positive Attitude Toward Self and School (PATSS)

Director: Mrs. Florence Whitmore
Cartwright SID #83
3401 North 67th Avenue
Phoenix, Arizona 85033 Phone: (602) 257-6029

Funds Granted: $29,000 of IV-C

Grade Level: K - 4

No. of Students in School District: 12,846

No. of Students Participating: 1,265

The PATSS program is based on the concept that project staff can assist teachers in identifying student problems, and by counseling with students can enable more listeners "to produce" in the classroom.

Workshops are conducted for both teachers and parents. The project director provides assistance to students in 20 calssroom settings while a facilitator works with several small groups of children each day. Students also receive assistance on an individual basis.

The PATSS program is designed to help build self-esteem and positive attitudes toward school. Children showing symptoms of poor self-concept are selected for the program. The causes of poor self-concept are discussed only if the child needs to talk about them to be assured that they can be overcome. The child is taught to have success and a support system is formed to continue and reinforce the positive feelings gained from success. When a success cycle commences, the goal of the program is accomplished. Children experience success in the classroom as their self-esteem increases and as their self-esteem increases, their performance improves.

CONNECTICUT

Project: Model ED-LD High School Program

Director: Murray Rothman
Edgewood School
737 Edgewood Avenue
New Haven, Connecticut Phone: (203) 562-0151

Funds Granted: $44,125

Grade Level: 9 - 12

No. of Students Participating: 150

This program is designed to service the high school population in three New Haven high schools that have ED-LD needs. The staff is trained in ED-LD competencies. Servicing to the students is done through tutoring service, team-teaching with regular education teachers, and utilization of resource rooms. The primary purpose of the program is to provide these students with help while retaining them within the regular education framework.

Project is being considered for State validation.

Project: Aerospace Education

Director: Larry S. Simons
Plainfield Central School
c/o Plainfield Memorial School
Box 308 Caterbury Road
Plainfield, Connecticut 06374 Phone: (203) 564-8725

Funds Granted: $4,473

Grade Level: 8

No. of Students Participating: 30

This project has been instituted as an elective course for potential dropouts in the Plainfield school system. It involves primarily junior high school students but an expansion to the high school level is planned. The program uses a number of highly motivating activities designed to renew the student's interest in the school environment. The activities include: model building, airplane rides, guest speakers, field trips, rocket launching, films, and games.

The results of the first two years of funding have indicated a high degree of success.

Project: Project Achieve

Director: James Capella
72 Strobel Road
Trumbull, Connecticut 06611 Phone: (203) 261-6411

Funds Granted: $29,968

Grade Level: 10th grade underachievers

No. of Students Participating: 30

Project Achieve is a multi-faceted approach to identifying and reversing underachievement in 10th graders. Thirty students were identified by teachers and counsellors for the program. Students are asked to attend four Project Achieve courses: Math, English. Social Studies, and Science. A counselor, reading, and media specialists are included in the staff.

Project: Wolcott Alternative Program

Director: Alfred Blancato
Wolcott High School
457 Boundline Road
Wolcott, Connecticut 06716 Phone: (203) 879-1434

Funds Granted: $40,000

Grade Level: 9 - 12

No. of Students Participating: 40

An alternative approach to education is offered to disaffected high school students through individualization of instruction, intensive counseling, and constant parent-school communication.

Major objectives of the program are:

- to improve student self-concept;
- to increase students' positive attitude toward school and authority figures;
- to increase the students' attendance as compared to their attendance in the two pervious years;
- to increase the students' basic skills in Reading, Mathematics, and Language Arts;

- to increase the students' awareness of career and vocation opportunities as they apply to their own interests and potential; and

- to increase the student's classroom performance to a level where they may be partially or fully mainstreamed into the traditional high school program.

Project may be considered for State validation.

FLORIDA

Project: Bilingual Alternative for Secondary Education Guidance Program (BASE)

Director: Dr. Ivette Morgan
150 N.E. 19th Street
Miami, Florida 33132
Phone: (305) 576-6868

		1977	1978	1979
Funds Granted:		$149,439	$161,244	$161,244
Grade Level: 7 - 9				
No. of Students in School District:	Public:	235,497	229,074	223,599
	Private:	37,616	41,266	41,929
No. of Students Participating:	Public:	480	150	60
	Private:	30	-0-	-0-

This program is designed to meet the needs of junior high Hispanic origin problem students. These students have difficulty in social adjustment, and are unable to bridge communication gaps and cross-cultural barriers that exist between them and the school system. The BASE program provides a culturally sensitive guidance program with strategies to develop survival skills. It enables the students to adjust socially to the school environment, and to their parents' culture by understanding the problems related to the acculturation process; to employ ways to improve intergenerational relations; and to set for themselves relevant and meaningful educational goals.

Data gathered from participating students indicate that these students demonstrated improvement in behavior, attendance, and attitude toward school. Parents became more involved with the school and developed a more positive and cooperative attitude toward it.

Project has been State validated.

Project: Positive Alternatives to Student Suspensions (PASS)

Director: Dr. Ralph Bailey
All Children's Hospital
801 6th Street South
St. Petersburg, Florida 33701 Phone: (813) 821-5260

Funds Granted: $25,500 of IV-C

Grade Level: 6 - 12

No. of Students in School District: 91,167 (Public)
13,158 (Private)

No. of Students Participating: 4,200 (Public)

Symptoms that the PASS attempted to address are developmental problems in establishing constructive interpersonal and interdependent relationships with peers and authority figures, disinterest in learning activities, low academic achievement, disregard for school rules, and teacher-student conflicts. This program assumes that students can be helped to learn self-management and problem-solving skills. They can become personally involved with peers and school personnel and be encouraged to select behavioral options which do not infringe upon the rights of others. Techniques for winning student cooperation, based on mutual respect and shared control, replace traditional punitive interventions based on authority and power.

Project has been State validated and approved by the Joint Dissemination Review Panel.

Project: Vocational Instruction for Personal Success (VIPS)

Director: Mr. John E. Arena
Broward County, Walker Annex
1001 N.W. 4th Street
Ft. Lauderdale, Florida 33311

		1977	1978	1979
Funds Granted:		$157,508	$114,052	$127,165
Grade Level: High School				
No. of Students in School District:	Public	137,350	136,648	135,221
	Private	24,836	24,714	24,600
No. of Students Participating:	Public	48	48	80

Students participating in this project are unmotivated, vocationally oriented high school students who are not developing social and academic skills needed for personal success. For the most part,

their habits and behavior patterns are unacceptable to potential employers, therefore, the likelihood of future productive and sustained employment is remote.

Results of testing and field observations indicate these students have the ability and potential to become skilled in the trades. However, because of their poor social behavior, it is not likely that this potential will ever be developed without special assistance.

Through project activities a real-life simulation is developed in the shop class. Students form corporations and bid on manufacturing of instructional aids used in elementary schools. Construction of materials requires development of the vocational and academic skills that are the educational objectives of their courses. The students learn to measure, calculate, estimate, execute business forms, read blueprints, read and follow specifications, and schedule their work. Elementary schools are the "customers" for the products made by the project students.

Project is being considered for State validation.

KENTUCKY

Project: Dropout, Truancy, and Physical Learning Disabilities

Director: Mr. Terry Farris
Greensburg Street
Columbia, Kentucky 42728 Phone: (502) 384-2476

Funds Granted: $7,009

Grade Level: 9 - 12

No. of Students in School District: 2,885

No. of Students Participating: 136

In Adair County High School, 42 percent of the 1973 freshmen students graduated in 1977. In the 1977-78 school year, 15.6 percent of the students were either dropouts or serious truancy problems. The goals of this project were to increase the percentage of graduating students from 67 percent to 70 percent; to lower the percentage of serious truancy and dropout students to 10 percent; and to make available to counselors audio-visual equipment and materials for consultation purposes.

The activities planned to accomplish the goals were conferences throughout the year with counselors, teachers, and students. Home visitations with parents and students were an important part of this program.

Project: Positive Alternative to Student Suspensions and Dropouts

Director: Mr. Hollis DeHart
Central Office Building
Jamestown, Kentucky 42629 Phone: (502) 343-3192

Funds Granted: $6,607

Grade Level: 9 - 12

No. of Students in School District: 2,690

No. of Students Participating: 894

Unacceptable behavior results in student suspensions and dropouts. There is a need to assist students in acquiring the kinds of social attitudes, values, and skills which will result in positive alternatives to suspensions, expulsions, and dropping out of school.

Through this project, staff members have an opportunity to participate in program development and awareness training. In addition, a physical station, with equipment and supplies, was established as a PASSDO room for counseling.

Project: Demonstration Project in Absenteeism and Dropout Prevention

Director: Mrs. Ruby C. Stephens
135 Cave Street
Monticello, Kentucky 42633 Phone: (606) 348-2776

Funds Granted: $3,~~160~~

Grade Level: K - 12

No. of Students in School District: 700

No. of Students Participating: 36

Thirty-six of the students in Monticello Independent School District were identified as potential dropouts. These students had an average absentee rate of 33.8 percent for the 1977-78 school year.

Project activities were directed to reduce absences by one-quarter over the previous year. Improved student attitude and social and personal adjustment were also objectives of the project. An important component was a parent awareness program. The project staff worked with students and parents individually and in groups.

LOUISIANA

Project: An Alternative to Short-term Suspensions

Director: Dr. Robert L. Arends
1812 Pauger Street
New Orleans, Louisiana 70116 Phone: (504) 949-1618

Funds Granted: $25,006

Grade Level: 6 - 12

No. of Students in School District: 133,859 (Public & Private)

No. of Students Participating: 1,800 (Public)

This project seeks to reduce the number of suspensions by allowing students the option to remain in school and alternatively participate in structured Saturday work/study programs, thereby reducing the amount of instructional time lost.

Some unique characteristics of the project are:

- while in the program, student does the usual assignments provided by the regular teacher under the supervision and guidance of a certified teacher during the study phase of the program,
- students are in the school building for the entire school day rather than roaming around the community,
- getting suspended loses much of its appeal when students realize that they will instead be supervised and required to do their work instead of being "set free,"
- students are available so that the school may best use its supportive services team to help toward solution of the problems which resulted in the suspension, and
- the school does not perpetuate the student's feeling of alienation by excluding him physically.

Project: Dropout Prevention, Enrichment, A/V and Business Machine Modules

Director: Mr. Ted Griffin, Sr.
P.O. Box 688
Opelousas, Louisiana 70570 Phone: (318) 948-3657

Funds Granted: $12,600

Grade Level: 11 - 12

No. of Students in School District: 24,546 (Public & Private)

No. of Students Participating: 16 (Public) 4 (Private)

The purpose of this project is to serve as a model for regular school programs as well as for a demonstration program in dropout prevention.

Major objectives of the project include:

- to instill in the students an appreciation for the importance of the occupational areas and the personal happiness and economic security attainable for one who prepares and performs well in the occupational areas of Electricity-Electronics (A/V) and Business Machines Modules,
- to expose pupils to the many opportunities of training and career opportunities available in Southwest Louisiana, and
- to provide a broader background of training that will provide project participants with skills necessary for them to make choices according to their capabilities.

Project: School Offered Alternative to Suspension

Director: Mr. Patrick M. Luke
P.O. Box 5097
Houma, Louisiana 70361 Phone: (504) 868-7903

Funds Granted: $54,101

Grade Level: 7 - 10

No. of Students in School District: 25,515 (Public & Private)

No. of Students Participating: 3,728 (Public)

The purpose of this project is to reduce the number of students receiving suspensions and also to reduce the number of days these students receive for suspensions.

Some of the objectives of the project are to:

- reduce the number of students suspended and to reduce the number of school dropouts,
- improve attendance,
- aid professional personnel in understanding student behavior by use of inservice,
- produce a positive attitude in students regarding their behavior and to improve overall discipline in the school, and
- create community awareness and positive attitude toward the school.

NEW YORK

Project: Take Care of Yourself (new title GEM)

Director: Mr. Ronald James Smith
Grover Cleveland High School
110 14th Street
Buffalo, New York 14213

Funds Granted: $45,541

Grade Level: 9 - 12

No. of Students Participating: 120 (Public) 5 (Private)

Students identified as potential dropouts will significantly increase the likelihood of completing their formal education after participating in the Take Care of Yourself Discovery course. The Take Care of Yourself program identifies these students, exposes them to an intensive short-term goal-setting course based on Transactional Analysis theory, and consequently changes their behavior in a positive way in the areas that have been established by research as potential school dropout identifiers. The program focused attention on students in low-economic areas, where the dropout rate is high.

"Discovery" is the name of the 7-day course developed through the program. A particular classroom that fosters a non-threatening environment is used for teaching the course. The 7-day intensive goal-setting course lasts one-half of each school day. During this time students are responsible for work they miss from their regular classes. Instructional presentations, experimental exercises, directed fantasies, role playing activities, problem-solving exercises, and sensory awareness exercises are used to help students understand their potential and responsibilities. Students return to their regular classes at the end of the 7 days with a new direction and confidence in succeeding in school.

Project has been State validated.

Project: Project Turnaround

Director: Ms. Berle Driscoll
Director of Research and Evaluation
755 East 100th Street
Brooklyn, New York 11236

Funds Granted: $37,523

Grade Level: Junior High School

No. of Students Participating: 75

Project Turnaround involved students from two different areas of Community School District #18--one being Canarsie and the other East Flatbush. Canarsie is composed of middle class and working class households. The majority of the inhabitants are children and/or grandchildren of European immigrants. East Flatbush is composed of poverty level, working class, and upward mobile American blacks, Puerto Ricans, and recent Haitian and Dominican immigrants residing in projects, and single and multiple family dwellings. Community School District #18 reflects, the economic and social heterogeneity of every large urban center. In this school district, the negative effects of city life are evident in two groups of junior high students.

- The first absent themselves from school to make the rounds of the "street scene"; they are "into" drugs and are searching for "action," in the great variety of that word's meanings. School appears dull and boring to them. When these students do come to school, they are often disruptive.

- The second group are often children of recent immigrants--the city and school appear to be too full of life and stresses. Some of these students stay home to provide companionship for fearful parents, to provide babysitting services for younger siblings, and also to avoid the stress of social behavior. Some individuals in this group are undersocialized and academically unsuccessful students of average American background to whom each day of school presents a new exercise in failure, disharmony, and unresolved strife.

Most dropout prevention projects focus on remedial help in academic skills. The emphasis of Project Turnaround is on improving the social skills of potential dropouts. The goal is to aid target students in dropping defensive and/or "tough" postures. It is hoped that as they become more realistic in their assessment of their own problems and goals, they will be more willing to accept the help and opportunities ordinarily available within school settings.

Project has been State validated.

Project: Project Bridge

Director: Dr. Charles Dunn
800 Home Street
New York, New York 10457 Phone: (212) 542-1155

Funds Granted: $108,680

Grade Level: K - 12

No. of Students Participating: 765 (Public) 130 (Private)

School dropouts and chronic absentees reflect the school's and the community's failure to provide relevant educational and social programs for students and adults. The fact that school dropouts are always poor readers or non-readers has been the constant element in all studies in this area. "Back to Basics" leaves no room for relevant consumer health education, drug education, family living, etc.

In order to retain students in school, the school curriculum must be related in much more honest and vivid ways to the daily lives of its students and adults.

Major objectives of this project are to:

- create a condition based on identified needs where students are able to view reading as a pleasurable experience with functional value;
- improve the quality and amount of health education (substance abuse, family living, consumer health education, nutrition, etc.) for students and parents;
- improve and increase parent involvement in the school; and

provide students with decision-making experiences.

NORTH DAKOTA

Project: Community High School

Director: Jerry Hasche
Woodrow Wilson School
Fargo, North Dakota 58102 Phone: (701) 241-4856

Funds Granted: $21,928 FY '77
28,140 FY '78
26,400 FY '79

Grade Level: 9 - 12

No. of Students in School District: 8,607 (Public) 1,922 (Private)

No. of Students Participating: 246 (Public) 14 (Private)

The objective of the Community High School is to provide educational needs for dropouts from other high schools in the Fargo schools. Activities include counseling students, testing, remedial reading, and developmental English and math courses designed for slow students.

Students at the Community High School work on completing courses on an independent basis with the final goal being a high school diploma. The program endeavors to give students a feeling of self-esteem, a better feeling about school and education, and improve reading and math skills. From the student standpoint, this school has provided a greater opportunity whether it be in the job market or in furthering one's education. After the first year of the program, 50 percent went on to further their education.

Project: Education Is Important

Director: Sandra Westby
West Fargo High School
109 3rd Street East
West Fargo, North Dakota 58078 Phone: (701) 282-3357

Funds Granted: $20,000 FY '77
34,900 FY '78
33,289 FY '79

Grade Level: 6 - 12

No. of Students in School District: 3,281

No. of Students Participating: 1,583

This program is designed to reduce the dropout rate and improve the self-concept and basic skills of students. A major activity is the advisor-advisee program. Each teacher meets on a regular basis with a small group of students to improve communications and conduct human relations activities. A key ingredient of this activity is the parent conferences.

The "Education Is Important" program in North Dakota was implemented in a middle school and in a high school. A referral center called, The Lighthouse, was set up at the high school. It provides academic and personal assistance to students who are having problems adjusting to an academic environment. Offering the program in both schools provides continuity for the students as they leave the middle school and move on to high school.

VIRGINIA

Project: EGO (Educational Growth Opportunities) Alternative School

Director: Mr. F. Will Rogers
1499 Franklin Turnpike
Danville, Virginia 24541 Phone: (804) 799-8261

Funds Granted: $100,000 FY '77
90,000 FY '78
60,000 FY '79

Grade Level: 7 - 9

No. of Students in School District: 15,825 (Public) 799 (Private)

No. of Students Participating: 40 (Public) 10 (Private)

The EGO School offers an alternative program that includes developmental guidance, interdisciplinary training in functional skills, and individualized instruction--all intended to humanize the educational environment. The program is designed to:

- recognize and accept the student's needs and purposes and develop experiences and programs around his or her unique potential;
- develop in all students a sense of personal adequacy;
- foster acquisition of basic skills, including proficiency in academic, communicative, and economic skills and ability to handle personal needs and interpersonal relationships;
- personalize educational decisions and practices--students are involved in developing their own educational programs at all levels;
- recognize the importance of feelings and treat personal values and perceptions as integral factors in the educational process; and
- develop in students genuine concern and response for the worth of others and skill in resolving conflict.

Junior high school students who are "turned off" and are not functioning effectively in the regular school may apply for admission to EGO. In Virginia, the school is housed in its own facility and is staffed by four teachers, a guidance counselor, an aide, and a teacher/project director.

The attitudes of disruptive students and their parents toward a humanistic program, the teaching and guidance strategies that work or won't work with turnedoff students, and the inservice activities to help teachers meet humanistic goals are areas that may have significance for other schools and educators.

Project: CELF (Career Education for Life Fulfillment)

Director: Dr. Nancy F. Sprague
George Mason Jr.-Sr. High School
7124 Leesburg Pike
Falls Church, Virginia 22043 Phone: (703) 241-7620

Funds Granted: $85,000 FY '77
70,000 FY '78
55,639 FY '79

Grade Level: K - 12

No. of Students in School District: 1,701 (Public) 760 (Private)

No. of Students Participating: 1,140 (Public) 760 (Private)

This program, designed for students in kindergarten through grade 12, provides guidance and assistance in developing self-awareness; in exploring, and preparing for, careers; and in acquiring techniques useful in obtaining, maintaining, and changing employment.

In kindergarten through grade 5, the program emphasizes awareness of self, the world of work, economic systems, and work values. In grades 6-9, emphasis is on exploration of careers and the world of work, as students appraise their needs, interests, values, and abilities. In grades 10-12, knowledge of self and careers is applied toward reasoned decision-making and planning for specific careers or clusters of careers.

In Falls Church, Virginia, two career resource teachers and para-professionals are implementing the CELF program through development of study units, courses, materials, seminars, career guidance services, and resource centers. The career education curriculum is being integrated by the faculty, K-12, into their classroom teaching and by guidance counselors into their advising of students, thereby providing students with systematic development of their career plans.

Project is being considered for State validation.

WASHINGTON

Project: C.L.A.S.S. - Choosing Lasting Alternatives to School Suspension

Director: Albert Wood
Highline School District
15675 Ambaum Boulevard S.W.
Seattle, Washington 98166 Phone: (206) 433-2424

Funds Granted: $37,270

Grade Level: 7 - 9

No. of Students in School: 880 (Public)

No. of Students Participating: 180 (Public) 10 (Private)

When it is necessary to discipline students for serious or re-occurring problems, suspension has often seemed the only recourse a principal has available. Repeated suspensions, suspensions for truancy, lost educational days and other similar circumstances have resulted in little significant change in student behavior and are likely to contribute to a student's lack of success and dissatisfaction with school.

The Highline School District has established procedures for implementing this program. When a student is recommended for suspension, parents are notified of the situation, informed of the CLASS program, and given the choice of whether the student will participate in the program or will be out of school. Students participating in the program receive assignments coordinated with the regular classes they are missing. They are required to complete these assignments in a carefully supervised setting on a daily basis. Students receive counseling from the CLASS teacher, the building counselor, and/or a community agency counselor in an attempt to identify the problem underlying the inappropriate behavior, and to assist the student in handling the problem whether it is related to academics, behavior, self esteem, or interpersonal relating problems. Students also complete a self-contained unit on discipline including information on State laws related to student rights and responsibilities, district policies and school rules.

Project: Classroom Disruptions: Correction by Prevention

Director: Jack Adams
Lincoln Middle School
Fourth and Jackson
Clarkston, Washington 99403 Phone: (509) 758-5506

Funds Granted: $12,100

Grade Level: 6 - 8

No. of Students in School: 595

No. of Students Participating: 30

A systematic program for dealing with classroom discipline was implemented at Lincoln Middle School at the beginning of the 1978-79 school year. This plan was developed from procedures outlined in the book "Assertive Discipline" written by Lee Canter. The program is based on the idea that students should conduct themselves in accordance with accepted standards of conduct.

The classroom discipline plan was developed. The staff formulated a specific list of classroom rules that are followed throughout the school and specific consequences for violators of the rules were defined. A record was maintained of those in violation. A program is needed to modify the behavior of the habitual behavior problem and help make that student more productive in the classroom.

Through this project a packet will be developed that can be used at the middle school/junior high level that will outline a systematic program dealing with classroom discipline. The program will define an effective and proven method of maintaining good classroom discipline and will establish procedures to effectively change the undesirable behavior of disruptive students to make them successful and contributing participants in the classroom.

APPENDIX A

Working with the Dropout-prone

In April 1975, the National Advisory Council on Supplementary Centers and Services published a report entitled Dropout Prevention. Those who find themselves working with dropout-prone students, may find some guidance in the following list of DO's and DONT's which appeared in that report.

DO

1. Be flexible and honest.
2. Find ways of establishing a subjective relationship with the students.
3. Set definite goals for the student based on what the student says he wants.
4. Expect goals not to be met. Expect only 50 percent success -- if you are lucky.
5. Expect the student to blame others.
6. Use failures as a springboard for practical counseling and demonstrating personal loyalty to the student.
7. Establish relationships with the home.
8. Meet with the student on his "turf" or as many other "turfs" as possible, i.e., job, park, home.
9. Take an interest in areas of concern to the student other than school.
10. Listen to the student and try to intervene with the system when the student is right and the system is wrong.
11. Try placing the student in courses more demanding than his record would warrant.
12. Review regular and special reports from his teachers and together with the student try to understand how grades were arrived at.
13. Set new attainable goals for the next two weeks, e.g., do daily assignments, attend each class, attend special-help class.
14. Build a positive conspiracy around the student, enlisting aid from teachers, administrators, guidance personnel, janitors, peers or anyone else who might help.
15. Know when you are licked. Keep relationship with the youngster after he drops out. You probably have succeeded in building trust that will result in a better citizen or a youngster who will take a chance on education in the future.

DON'T

1. Define your role in narrowly professional terms.
2. Expect any system you set up or are in to take care of the problems.
3. Expect smooth progress.
4. Expect much help or concern from most school people.
5. Expect the student to demonstrate appreciation.
6. Expect not to be "conned."
7. Expect trust to develop without constant testing.
8. Expect an 8 to 3 job.
9. Expect the home to solve the problems.
10. Buy a computer.
11. Expect success with dropout-prone youngsters if an intended overhaul of the system merely makes curriculum revision.
12. Expect success unless you have the support of administrators, teachers, and parents.
13. Simply buy new machines and instructional materials and expect the problem to solve itself. Any attempted innovations must be geared to the student population and must be understandable and supportable by the staff.
14. Label the student what you don't want him to become. (This suggestion, from the Los Angeles City Schools, applies equally to the mentally retarded, the low achiever, the maladjusted or dropout-prone youngster. "Once a student is treated differently from others, particularly if he is considered some sort of problem student, he or she often fulfills that expectation," notes the district's report on school leavers.)

APPENDIX B

Dropout Prevention Projects Funded Under ESEA, Title VIII, Section 807, 1969-1974

Title	Location
Project ARISE Arranging for Reorganizing Instruction for Success in Education	Macon County Public School System Tuskegee, Alabama
Project MACK More Advanced Careers and Knowledge Career Cluster Program	Oakland Unified School District Oakland, California
Project Outreach	Sheridan School District Number Two Sheridan, Colorado
Project MAS More Alternatives for Students	Hartford Board of Education Hartford, Connecticut
Focus on Dropouts...A New Design	Paducah Independent Schools Paducah, Kentucky
KAPS Keeping All Pupils in School	Baltimore City Public Schools Baltimore, Maryland
Project Process	Fall River Public Schools Fall River, Massachusetts
Project NALAC Northeastern Accelerated Learning Achievement Center	Detroit Public Schools Detroit, Michigan
Project Stay	St. Louis Board of Education St. Louis, Missouri
Project Emerge	Dayton Public Schools Dayton, Ohio
Adult Attitude and Student Retention Program	Shannon County Independent School District Pine Ridge, South Dakota
Project CADRE Central Area Dropout Reduction Experiment	Seattle Public School District #1 Seattle, Washington

APPENDIX C

Dropout Prevention Projects Funded Under ESEA Title VIII, Section 807, 1976-1978

Title	Location
VIA - Dropout Prevention Project	Orange County Unified School District Orange, California
School Age Mothers Reentry Project	San Francisco Unified School District San Francisco, California
Your Choice	Hartford Public Schools Hartford, Connecticut
STARS Services To At-Risk Students	Baltimore City Public Schools Baltimore, Maryland
Community/Career Oriented Alternative Program	Pontiac City School District Pontiac, Michigan
Project STAY School Terminating Attrition of Youth	Saginaw City School District Saginaw, Michigan
Project PRIDE Preventative Remedies & Intervention for Dropout Elimination	Long Branch Public Schools Long Branch, New Jersey
Life Program	LaFayette Central School District LaFayette, New York
Project Climb: A Pilot Program at John Jay High School	New York City School District Brooklyn, New York
Drop Outs - Stamped Out	High Point Public Schools High Point, North Carolina
Model for Preventing School Dropouts in Rural Isolated Districts	Dorchester County School District #3 Dorchester, South Carolina
Project Prevent	Mercedes Independent School District Mercedes, Texas

APPENDIX D

Bibliography[4]

Adwere-Boamah, J. Project MACK: Final evaluation report 1974-1975. Oakland CA: Oakland Unified School District, 1975. (ERIC Document Reproduction Service No. ED 140-415)

Anderson, J. E., & Ridley, T. COOL School: An alternative school experience. Toronto: Ontario Department of Education, 1977. (ERIC Document Reproduction Service No. ED 149-544)

Baker, W. P., & Jenson, H. C. Mexican American, black and other graduates and dropouts - A follow-up study covering 20 years of change 1956-1976. San Jose CA: East Side Union High School District, 1978. (ERIC Document Reproduction No. ED 152-924)

Ball, J., Diaz, W., Laiman, J., Mandel, S., & McNutt, K. The Youth entitlement demonstration: An interim report on program implementation. New York: Manpower Demonstration Research Corporation, 1979.

Bell, T. H. Learning to work, or working to learn? Atlanta GA: Annual Convocation of Opportunities Industrialization Centers of America, 1975. (ERIC Document Reproduction Service No. ED 106-689)

Bennett, E. C. Operation COD - Curtailment of Dropouts. s.l., s.n., 1975. (ERIC Document Reproduction No. ED 136-091)

Berkowitz, L., Chwast, J., & Shattuck, G. (Eds.). Staying in school. New York: Educational Alliance, Inc., 1971.

Block, E. E. Failing students - failing schools: A study of dropouts and discipline in New York State. New York: New York Civil Liberties Union, 1978. (ERIC Document Reproduction Service No. ED 160-674)

Boozer, R. F., & Geiszler, J. C. Dropout report: Delaware Public Schools, 1973-74. Dover, DE: Delaware State Department of Public Instruction, 1975. (ERIC Document Reproduction Service No. ED 105-577)

Branch, H. Project Propinquity 1975-76. Research and evaluation report. Atlanta GA: Atlanta Public Schools, 1976. (ERIC Document Reproduction Service No. 131-145)

Carvantes, L. F. The dropout: Causes and cures. Ann Arbor: University of Michigan Press, 1966.

Chance, B. J., & Sarthory, J. A. Dropout prevention: A model for educational change. High School Journal, 1972, 55 (5), 208-218.

Children's Defense Fund. Children out of school in America. Cambridge MA: Washington Research Project, Inc., 1974.

[4]Dropout Prevention in Wisconsin, Volume I: A Review of Programs and Activities, Wisconsin Vocational Studies Center, University of Wisconsin, Madison, Wisconsin 1979

Comprehensive Employment and Training Act Regulations, Final Rule (Federal Register, April 3, 1979). Washington D.C.: Department of Labor, Employment and Training Administration, 1979.

Cowhig, J. Characteristics of school dropouts and high school graduates, farm and nonfarm, 1960. (Agricultural Economic Report No. 65, USDA, Economic and Statistical Division.) Washington, D.C.: U.S. Government Printing Office, 1964. (ERIC Document Reproduction Service No. ED 013-371)

Davey, J. A. A career lab that meshes with academic instruction. Phi Delta Kappan, 1978, 60, 247-248.

Davis, D. A. An experimental study of potential dropouts. Personnel and Guidance Journal, 1962, 40, 799-802.

DeGracie, J. S. The picture of a dropout. Mesa AZ: Arizona State Department of Education, 1974. (ERIC Document Reproduction Service No. ED 110-777)

Delaney, D. J., & Tovian, S. M. The application of discriminant analysis to determine high school dropouts from non-dropouts. s.l., s.n., 1972. (ERIC Document Reproduction Service No. ED 097-617)

Dalgiorno, J. E. A school for out-of-school youth. Personnel and Guidance Journal, 1970, 48, 394-395.

Dentler, R. A., & Warshauer, M. E. Big city dropouts and illiterates. New York: Frederick A. Praeger, 1968.

Dickenson, E. A sheltered work experience centered vocational curriculum for low achieving students - Final report. Sylacuga AL: Sylacuga City School System, 1963. (ERIC Document Reproduction Service No. ED 112-161)

The Dilenowisco Four I's project: Career education for Norton City Schools. Norton VA: Norton City School Board, 1973. (ERIC Document Reproduction Service No. ED 115-741)

Dillon, H. J. Early school leavers: A major educational problem. New York: National Child Labor Committee, 1949.

Dropout prevention programs in the schools of California: A report to the California legislature as required by Education Code Section 6499.57. California: State Board of Education, 1976. (ERIC Document Reproduction Service No. ED 013-371)

Dropouts: Prevention and rehabilitation - Schools rescue potential failures. Washington D.C.: National School Public Relations Association, 1972.

Early school leavers: Background paper. Washington D.C.: United States Office of Education, Bureau of Adult Education, Office of Educational Planning, 1978.

Education Commission of the States. School and the 17-year-old: A comparison of career development skills of 17-year-olds attending school and those not attending. Denver CO: s.n., 1978. (ERIC Document Reproduction Service No. ED 155-328)

Evaluation of Project Inspire: Title III evaluation project, final report. Washington D.C.: District of Columbia Public Schools, 1975.

Evans, N. D. How to conduct a high school dropout study. Bulletin of the National Association of Secondary School Principals, 1954, 38, 33-41.

Experienced based career education (4 vols.). Fond du Lac WI: Fond du Lac Public Schools, 1978.

Focus on educational success: Abstracts of exemplary programs (Bulletin No. 8053), Madison WI: Wisconsin Department of Public Instruction, 1978.

Galant, R., & Moncrieff, N. J. Counseling the pregnant teenager. Search light: Relevant resources in high interest areas, update search 2V-2. Ann Arbor MI: ERIC Clearinghouse On Counseling and Personnel Services, 1974. (ERIC Document Reproduction Service No. ED 105-359)

Galloway, L. Evaluation of the 1973-74 Issaquah Re-entry Program. Issaquah School District 411, 1974. (ERIC Document Reproduction Service No. ED 110-584)

Gibboney Associates, Inc. The Career Intern Program: Final report. Volume I: An experiment in career education that worked. Washington D.C.: National Institute of Education, 1977.

Gibboney, R. A., & Langsdorf, M. G. Career intern program: an experiment in education that worked. Journal of Research and Development in Education, 1979, 12, 103-105.

Glasser, W. Disorder in our schools: Causes and remedies. Phi Delta Kappan, January 1978, 331-333.

Goodyear, R. K. A review of psychologically oriented interventions for potential dropouts. The Journal of Educational Research, 1974, 67, 347-350.

Gordon, E. Work-study program, Project STAY (St. Louis, Missouri). New York: Columbia University, 1972. (ERIC Document Reproduction Service No. ED 126-183)

Gowan, J. C., & Demos, G. D. (Eds.). The disadvantaged and potential dropout. Springfield IL: Charles C. Thomas, 1966.

Greene, B. I. Dropouts and the elementary school. National Elementary Principal, 1962, 42, 52-54.

Greene, B. I. Preventing student dropouts. Englewood Cliffs NJ: Prentice-Hall, 1966.

Greene, E. G. New approaches to CETA training: An overview of the Title III national program for selected population segments (R & D Monograph No. 69). Washington D.C.: U.S. Department of Labor, 1979.

Grossman, J. This school means what it says: PROVE high school, an alternative school. American Education, 1978, 14, 6-12.

Harris, L. H., & Thompson, J. L. Goal attainment scaling: A primary method of treatment and program evaluation in program SAIL - a special education dropout prevention program. Excelsior MN: Minnetonka School District, 1978. (ERIC Document Reproduction Service No. ED 161-191)

Hawkes, S. Downtown learning center, profiles of promise 31. Boulder CO: Social Science Education Consortium, 1974. (ERIC Document Reproduction Service No. ED 100-733)

Hewitt, J. D., & Johnson, W. S. Dropping out in "Middletown." The High School Journal, 1979, 62, 252-256.

High school dropouts: Highlight results of a survey of Philadelphia public high school pupils who left school in 1975-76. Philadelphia PA: The School District of Philadelphia, Office of Research and Evaluation, n.d. (ERIC Document Reproduction Service No. Ed 159-508)

Hill, C. R. Dropping out of high school: The effects of family, ability, school quality and local employment conditions. Washington D.C.: Department of Health, Education and Welfare, 1975. (ERIC Document Reproduction Service No. ED 116-102)

Hooban, L., & Pubsley, R. Project School: A handbook of validated developmental dropout prevention program's methods and procedures. Rawlins WY: Carbon County Schools, n.d. (ERIC Document Reproduction Service No. ED 124-852)

Hornbostal, V. O. The rehabilitation of school dropouts in Oklahoma City: An experimental approach. Stillwater OK: Oklahoma State University Research Foundation, 1969 (ERIC Document Reproduction Service No. ED 048-417)

Howard, B. Dropouts: Prevention and rehabilitation; Schools rescue potential failures. Washington D.C.: National Schools Public Relations Association, 1972.

Hunt, T. C., & Clawson, E. C. Dropouts: Then and now. The High School Journal, 1975, 58, 237-251.

IMAGE. Washington D.C.: U.S. Department of Health, Education and Welfare, Office of Human Development, Office of Youth Development, 1973.

Irvine, R. W. Structure of school, personality, and high school dropouts. Journal of Negro Education, 1979, 48, 67-72.

Irwin, J. R. Doubters, delinquents and dropouts--Can they be helped through self-concepts? National Association of Secondary School Principals, February 1978. (ERIC Document Reproduction Service No. ED 150-730)

Jablonsky, A. Dropouts: An annotated bibilography of doctoral dissertations. New York: Columbia University, 1974. (ERIC Document Reproduction Service No. ED 096-362)

James, S. E., & Brooks, J. T. Report on Indian education: State of Washington. Seattle: Washington State Advisory Committee to the U.S. Commission on Civil Rights, 1974. (ERIC Document Reproduction Service No. ED 158-935)

Johnson, E., & Lagg, C. E. Why young people leave school. National Association of Secondary Principals Bulletin, 1948, 32, 14-24.

Johnson, J. EBCE: The far west model. A program overview. San Francisco: Far West Laboratory, 1975.

Jones, W. M. The impact on society of youths who drop out or are undereducated. Educational Leadership, 1977, 34, 411-416.

Kaplan, L. L. Occupational training centers for 16-18 year old youth: A demonstration program for potential or actual dropouts, 1967. Los Angeles: Los Angeles City Schools, 1967. (ERIC Document Reproduction Service No. 010-620)

Karnes, M. The efficacy of a prevocational curriculum and services designed to rehabilitate slow learners who are dropout, delinquency, and unemployment prone, final report. Champaign IL: Community Unit 4 School District, 1966. (ERIC Document Reproduction Service No. ED 016-106)

Kaufman, J. J. The school environment and its influence on educational programs for high school dropouts, interim report. State College PA: Pennsylvania State University, University Park Institute for Research, 1968. (ERIC Document Reproduction Service No. ED 022-033)

Kellner, R. (Ed.). Abstracts of Title IV-C Projects - Fiscal year 1978. Madison WI: Wisconsin Department of Public Instruction, n.d.

King, R. H. The labor market consequences of dropping out of high school. Columbus OH: Ohio State University, Center for Human Resource Research, 1978. (ERIC Document Reproduction Service No. ED 158-034)

Kline, E. J. Significant changes in the curve of elimination since 1900. Journal of Educational Research, 1933, 26, 608-616.

Korothin, A. L. Career initiation in association with alienation from secondary schools - Measures for the evaluation of a model. Washington D.C.: American Institute for Research in the Behavioral Sciences, 1975. (ERIC Document Reproduction Service No. ED 117-309)

Kumar, V., & Bergstrand, J. Follow-up of high school non-completers, 1967-1976. Madison WI: University of Wisconsin, Wisconsin Vocational Studies Center, 1979. (Order No. 286)

Lipman, V. The alternative school capitol of the world. American Education, December 1978, 33-36.

Livingston, A. H. High school graduates and dropouts - A new look at a persistent problem. The School Review, 1958, 66, 195-203.

Lloyd, D. N. Concurrent prediction of dropout and grade of withdrawal. Educational and Psychological Measurement, 1976, 36, 983-991.

McLawhorn, J. E. A model program: Preferential treatment for the educationally disadvantaged youth. s.l., s.n., 1975.

Martens, W. J. Review of some dropout research and literature. Washington D.C.: Office of Education, 1972.

Michlein, M. Student attrition in the Wisconsin VTAE Systems. Phase I - Final report. Madison WI: Wisconsin Board of Vocational, Technical and Adult Education, 1976. (ERIC Document Reproduction Service No. ED 136-012)

Miller, S. M. Dropouts: A political problem. Integrated Education, 1963, 1(4), 32-40.

Mohar, R. C., & Hunt, E. E. Metropolitan youth education center. s.l., s.n., 1975. (ERIC Document Reproduction Service No. 158-220)

Mott, F. L., & Shaw, L. B. The transition from school to adulthood. Columbus OH: Ohio State University, Center for Human Resource Research, 1978. (ERIC Document Reproduction Service No. 158-018)

Mott, F. L., & Shaw, L. B. Work and family in the school leaving years: A comparison of female high school graduates and dropouts. Columbus OH: Ohio State University, Center for Human Resource Research, 1978. (ERIC Document Reproduction Service No. 155-489)

National Advisory Council on Supplementary Centers and Services. Dropout prevention: A special report by the National Advisory Council on Supplementary Centers and Services. Washington D.C.: George Washington University, 1975. (ERIC Document Reproduction Service No. ED 105-354)

Nelken, I., & Gallo, K. Factors influencing migrant high school students to drop out or graduate from high school. Chico CA: Nelken and Associates, Inc., 1978. (ERIC Document Reproduction Service No. ED 164-245)

O'Morrow, G. S. Therapeutic recreation: A helping profession. Raston VA: Raston Publishers, 1976.

Paris, K. A. WECEP: An alternative to dropping out. The Wisconsin Vocational Educator, 1977, 2(1), 3-4.

Pentry, R. C. Reading ability and high school dropouts. The Educational Digest, 1960, 25 (5), 1-3.

Petrello, G. J. Remediation for auxiliary service students. New York: New York City Board of Education, 1976. (ERIC Document Reproduction Service No. ED 142-665)

Positive approaches to dropout prevention: Review of twelve Title VIII programs. Washington D.C.: U.S. Office of Education, 1973. (ERIC Document Reproduction Service No. ED 087-135)

Professional news for the trade, industrial, technical and health occupations educator. 13 (5), 1979.

Project DEEP (Diversified Educational Experiences Program): Beginning the program. Wichita KS: Wichita Public Schools, n.d.

Project outreach for optimum growth of alienated youth who reject school. Englewood CO: Sheridan School District 2, 1972. (ERIC Document Reproduction Service No. ED 074-201)

Quinn, R. P., & Baldi de Mandilovitch, M. S. Education and job satisfaction: A questionable payoff (NIE Papers in Education and Work No. 5). Ann Arbor MI: University of Michigan Survey Research Center, 1977.

Randolph, D. L., & Holmes, W. R. A program for early detention and attitudinal reorientation of potential school dropouts. Hattiesburg MS: University of South Mississippi, Bureau of Educational Research, 1972. (ERIC Document Reproduction Service No. 074-407)

Rebell, M. A. Legal rights and remedies of high school dropouts and potential dropouts (Urban Disadvantaged Series, No. 44). New York: Columbia University, 1975. (ERIC Document Reproduction Service No. ED 110-588)

Reducing dropouts through achievement motivation; End of project report. Rockford IL: Harlem Consolidated School District 122, 1974. (ERIC Document Reproduction Service No. ED 177-265)

Savitzky, C. Developing work study programs for potential dropouts - A manual. Step - The School To Employment Program. s.l., s.n., 1965. (ERIC Document Reproduction Service No. ED 001-426)

Schillinger, S. M. FOCUS: A successful high school program for dealing with disaffected youth. Hastings MN: Human Resource Associates, 1977.

Schreiber, D. (Ed.). Profile of the school dropout. New York: Random House, 1967.

Schreiber, D. (Ed.). The school dropouts. Washington D.C.: National Education Association, 1964.

Schreiber, D. Why students drop out. Virginia Journal of Education, 1969, 62, 19-21.

Second annual report on the National Supported Work Demonstration, s.l.: Manpower Demonstration Research Corporation, 1978.

Select Senate Committee on Equal Opportunity. The effects of dropping out. Washington D.C.: U.S. Government Printing Office, 1972. (ERIC Document Reproduction Service No. ED 072-171)

Sharp, L. M., & Richardson, A. Establishing a continuous training/employment referral and support system for dropouts. Washington D.C.: Bureau of Social Science Research, Inc., 1977. (ERIC Document Reproduction Service No. ED 154-321)

Shuttleworth, D. Working curriculum; An alternative approach for dropouts. Orbit, 1979, 10, 18-19.

Silverman, S. Project FOCUS: A program for the alienated. The Clearinghouse, 1978, 52, 65-68.

Snapp, D. W. Can we salvage the dropouts? Clearinghouse, 1956, 31, 49-54.

Spencer, E. C. An analysis of the dropout problem in Norfolk Secondary Schools. s.l., s.n., 1977. (ERIC Document Reproduction Service No. ED 151-461)

Sprengel, D. P. Longitudinal impact assessment of the 1971-1972 vocational exploration in the private sector program. St. Louis MO: St. Louis University, Missouri Center for Urban Problems, 1974. (ERIC Document Reproduction Service No. ED 143-689)

Sprengel, D. P. Vocational exploration in the private sector - Final report and assessment 1972-73 - Comparison of the pilot and experimental years. St. Louis MO: St. Louis University, Center for Urban Problems, 1974. (ERIC Document Reproduction Service No. ED 143-691)

Stain, E. M. A contingency management day program for adolescents excluded from public school. Psychology in the Schools, 1976, 13, (2), 185-191.

Students removed from school attendance rolls, Chicago and suburban Cook County Public High School Districts. Chicago: ESR of Cook County, 1974. (ERIC Document Reproduction Service No. ED 099-454)

Study of senior high school absentees and school leavers: An investigation of certain characteristics of absentees and school leavers in six senior high schools of the Los Angeles Unified School District conducted in the fall of 1973. Los Angeles: Los Angeles Unified School District, 1974. (ERIC Document Reproduction Service No. ED 102-476)

Tannenbaum, A. J. Dropout or diploma. In Robert Dentler (Ed.), Urban Problems Series. Columbia University: Teachers College Press, 1966.

Teaching ideas that work in Project STAY. Moore OK: Moore Public Schools, n.d.

Tesseneer, R. A., & Tesseneer, L. M. Review of the literature on school dropouts. Bulletin of the National Association of Secondary School Principals, May 1958, 141-153.

Thomas, R. J. An empirical study of high school dropouts in regard to ten possibly related factors. The Journal of Educational Sociology, 1954, 28, 11-18.

Thompson, J. Project SAIL: An evaluation of a dropout prevention program. Hopkins MN: s.n., 1978. (ERIC Document Reproduction Service No. ED 156-934)

Tiedeman, D. V., & Miller-Tiedeman, A. Career initiation in association with alienation from secondary schools: An operational model and its literature. Washington D.C.: American Institute for Research in the Behavioral Sciences, 1975. (ERIC Document Reproduction Service No. ED 140-415)

U.S. Office of Education and the National Association of State Advisory Councils. Innovative Educational Practices, 1974-75, Volume III (G.P.O. No. 017-080-1522-6). Washington D.C.: Author, 1976.

Van Fleet, A. A. Children out of school in Ohio. Cleveland: Citizen's Council for Ohio Schools, 1977. (ERIC Document Reproduction Service No. ED 152-896)

Warner, O. R. The scholastic ability of school dropouts. School Life, 1964, 47, 21-22.

Wilson, A. J. Development and implementation of a structured program for the systematic reduction of factors contributing to students dropping out of school. s.l., s.n., 1977. (ERIC Document Reproduction Service No. ED 154-268)

Wilson, J. C. Spalding Junior High , Unit 1 dropout prevention program. Maxi 2 practicum. Griffin GA: Nova University, 1976. (ERIC Document Reproduction Service No. ED 134-915)

Wilson, R. E. Career education can bring down the walls. Community and Junior College Journal, 1978, 48, 4-6.

Wisconsin Department of Public Instruction. General school operations 111.15 - Compulsory school attendance. Laws of Wisconsin Relating to Public Schools Covering Legislation Enacted Through November 20, 1974. Madison WI: Author, 373-375.

Yates, J. B. A new alternative school: CEEC. The Clearinghouse, 1979, 52, 265-271.

Young, A. M. Students, graduates and dropouts in the labor market, October 1977 (Special Labor Force Report 215). Washington D.C.: Bureau of Labor Statistics, June 1978. (ERIC Document Reproduction Service No. ED 163-299)

Young, J. L. A program to identify dropout prone students, assess their needs and to design an individual instructional program appropriate for meeting such needs. s.l., s.n., 1975. (ERIC Document Reproduction Service No. ED 112-332)

Young, P. The Kohlberg moral development rationale and a program for potential school dropouts: An interim report. s.l., s.n., 1973. (ERIC Document Reproduction Service No. 090-454)

Yunker, J. A. Pre-high school vocational group guidance for potential dropouts and non-college-bound students. s.l., s.n., 1971. (ERIC Document Reproduction Service No. ED 012-944)